

Term 1 Week 9 Room 11 Planning
28/3 to 1/4

	WALT/TRUMP	Purpose	Activity/ICT
ARTS	Paper Mache Insect	Creativity and knowledge building.	<p>Managing self</p> <p>Writing a success criteria</p>
MATHEMATICS	Calculators (Level 3) Learn a range of strategies to solve basic problems. Doubling to 20. Solving problems by putting the BIG number in our heads and counting on without using material.	Quick recall of basic number facts to assist with speed of operation. ROUNDING - using newspaper coupons, real estate advertising etc. PLACE VALUE – de-constructing numbers. Using the language of maths ie. doubling and partitioning	
	Aces (Level 4) Learn strategies to solve basic facts. Doubling 7+7 20,40 then 50, 70 ... and Halves i.e 75 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Know how many 10's 100, 1000's in a number. Solve more complex problems. Communicate ideas.	
	Earthlings (Level 4 to 5) Learn a range of strategies to solve basic problems. Doubling 70+70 and Halves i.e 75 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Learning Vocabulary Doubling, Halves, tens, ones, hundreds, rounding Questions Can you show me? What did you do? What else could you do? Does it always work?	
	Aarvarks (Level 5+) Develop place value Knowledge. Doubles 173+175 Identify areas to work on from our assessments. Add and subtract the numbers 1, 10, 100 and 1000 to four digit numbers	Resources Separate lesson plans in folder. Interactive whiteboard NZ Maths Tennis balls Cards Dice 100 frame	

Language	<p>Use Key words.</p> <p>Learning how use the internet and the computer.</p> <p>Write goals for Term 1.</p> <p>Speak clearly to an audience P</p> <p>Write to inform M</p> <p>Establish spelling programme.</p> <p>Write a recount. Know my audience and purpose</p> <p>Sequence,adverbs,adjectives, feelings</p> <p><i>EDITING</i> Check and fix my own writing Rewrite to meet purpose and audience needs</p>	<p>Find Info to answer Q</p> <p>Able to use computers/internet</p> <p>Create goals and display.</p> <p>To inform</p> <p>To communicate ideas</p>	<p>Identifying obstacles to reaching goals. Elimination of these.</p> <p>News/ Think Peer Share</p> <p>Email Wiki Spelling sites</p> <p>Make success criteria for recount.</p>
Reading	<p>Novels Finding meanings of words Predicting Use clues in the text to decide what will happen next in the text. Evaluating To explain why I think the way I do about what has been read and what I think the author is saying.</p> <p>Chapters Predicting Use clues in the text to decide what will happen next in the text. Evaluating To explain why I think the way I do about what has been read and what I think the author is saying.</p> <p>Magazines Predicting Use clues in the text to decide what will happen next in the text.</p> <p>Storybooks Predicting Use clues in the text to decide what will happen next in the text.</p>	<p>Phonemic awareness Magazines/Storybooks Look at sounds and letters beginning of words. Look at sounds in middle and end. Break into syllables and sound each out. Look for common letter combinations. Look for word families. Look at word structure: root word prefix and suffix.</p> <p>Questions Predicting All Groups What is the story about? What do we already know about...? We know that....now we will use our own experience about this topic and what we would do, to predict what is going to happen. What do you think will happen next? Words I found hard list.</p> <p>Evaluating Novels Chapters Is this fact of fiction? Do you agree or disagree with the author on this point? Is there a better solution to...? What information is here that helps you to form this opinion? What changes would you suggest? What does the author want you to believe? What has not been said here? What do you believe? Compare and contrast.</p> <p>Resources Effective literacy Junior Journals School Journals</p>	

Health/PE	Learn Athletic skills Keep/Get fit P	Improve our thinking	PE Make success criteria Athletics Make criteria. Daily Fitness
Maori	Learn new waiatas and commands. Mihi – Tidy up songs in Maori (Tutira mai)	To learn Maori language	Sing: E toru nga, tutira mai Keynote Watch 'Tutira Mai' on Youtube
Thinking	Think about problems from different angles. Using success criteria to self evaluate. Use Y Chart/Venn /T Chart diagrams	Solve problems. Organise ideas.	Manipulation of ideas for organization. In reading students use these charts to describe and compare characters.
STRIVE	Write 1 research questions. Find out answer by using keywords. Use reference resources	Find info	STRIVE Model: See unit for detail
Reflection	The students have been focused on basic maths this week with a lot of work around number bonds, place value, partitioning and writing and saying bigger numbers. The gains being made are impressive with a very real desire to gain maths knowledge. It was interesting to see the Novels reading group use a Venn Diagram to work through a character comparison. This was unprompted by me. No ukulele this week. We have been working on signing the National Anthem, as well as learning the Maori Introduction to the National Anthem. Tutira Mai has been conquered and we will move on to other Maori songs in the future. The Insect Inquiry has prompted a solid understanding of the definition of an insect as well as some awesome artwork – the wall space is getting full. Most students have completed their mihi and some have posted this to their wiki sites.		

Strive Model **ICT** **TRUMP Key Competencies** **Thinking** Literacy is Integrated.

Maths : Lesson Split in 4

1- Warm Up :Game 2- LI explained 3- Split Game/Maintenance Group/New learning with T
4- Reflection/Feedback

Reading: regular GSR with teacher. This weeks LI ; deconstructing the contents of a story.

TRUMP/Thinking: Specific focuses and integration.

<http://arb.nzcer.org.nz/strategies/venn.php>